How Do I Adapt Tasks to Address the Unique Needs of my Students?

The CAPA includes two types of adaptations: 1) suggested adaptations for particular test tasks (these will appear in the Task Preparation) and 2) core adaptations that are applicable for many of the test tasks. The following summarizes the core adaptations that may be appropriate for students across many of the CAPA tasks. The examiner should become familiar with these core adaptations and should use them whenever appropriate.

CORE ADAPTATIONS

- As needed, enlarge pictures on stimulus cards.
- Substitute Braille, textured or auditory materials (such as a sounder ball) for visual stimulus materials when used regularly by the student.
- As needed for students with visual impairments, cut the actual outlines of shapes and figures from stimulus cards
- The following cues are interchangeable: "Show me," "Point to," "Give me," "Find."
- Describe pictures as need for students with visual impairments.
- Allow students with visual impairments to handle objects as needed.
- Position manipulatives and stimulus cards so they are best perceived by the student.
- Place materials on a surface with a boundary so they don't fall away or roll out of reach as a student uses them.
- Allow the student to use an augmentative communication device or communication system, such as PECS, in place of oral speech.
- Use ASL or manually coded English, in place of oral speech, when appropriate.
- Allow nonverbal students to respond with gestures, movements, or vocalization in place of speech.
- When appropriate, accept eye gaze as a way of indicating a response.
- Extend wait times if the student has difficulty initiating an activity.
- For students with significant motor impairment, accept a change in muscle tone or a change in facial expression as an observed behavior.
- If a student uses hearing aids or glasses, they should be worn during the assessment. Check the aids daily to make sure they are functioning properly.
- For students with motor impairments, position and stabilize the student so that the most controlled movement is possible.
- Structure the testing environment to eliminate distractions for students who are particularly distractible.
- Allow students with limited mobility to direct another in performing physical tasks.